

Appendix table 7-51.

Readers of science fiction books or magazines: 2001
(Percentages)

Characteristic	Read		Frequency of reading		Sample size (number)
	No	Yes	Regularly	Once in a while	
All adults	70	30	16	84	1,574
Male	69	31	16	84	751
Female	72	28	17	83	823
Formal education					
Less than high school	77	23	7	93	116
High school graduate	71	29	19	81	834
Baccalaureate degree	65	35	13	87	393
Graduate/professional degree	65	35	14	86	221
Science/mathematics education^a					
Low	77	23	18	82	674
Middle	67	33	10	90	469
High	57	43	20	80	431
Attentiveness to science and technology^b					
Attentive public	63	37	28	72	195
Interested public	66	34	17	83	755
Residual public	77	23	10	90	624

^aRespondents were classified as having a "high" level of science/mathematics education if they took nine or more high school and college science/math courses. They were classified as "middle" if they took six to eight such courses and "low" if they took five or fewer.

^bTo be classified as attentive to a given policy area, an individual must indicate that he or she is "very interested" in that issue, is "very well informed" about it, and a regular reader of a daily newspaper or relevant national magazine. Individuals who report that they are "very interested" in an issue area but do not think that they are "very well informed" about it are classified as the "interested public." All other individuals are classified as members of the "residual public" for that issue. The attentive public for science and technology combines the attentive public for new scientific discoveries and the attentive public for new inventions and technologies. Any individual who is not attentive to either of those issues but who is a member of the interested public for at least one of those issues is classified as a member of the interested public for science and technology. All other individuals are classified as members of the residual public for science and technology.

NOTE: A few respondents did not provide information about their highest level of education.

SOURCE: National Science Foundation, Division of Science Resources Statistics (NSF/SRS), NSF Survey of Public Attitudes Toward and Understanding of Science and Technology, 2001.

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